

- 1) Use chalk to write letters on your paving, path, or pavement . Draw a trail of circles to jump along like a frog, saying the letter sounds you land on. Can you get faster at completing the trail? (Alternatively write on some pieces of card cut out like lilly pads)

Step 1- Single letters

Step 2- Digraphs

Step 3- Trigraphs

Example trail: **p d b qu ch th ow oi ur air igh ure**

- 2) Look at tins and packets of food, identify digraphs within words on the labels. Say them together. Hide the tin/packet under a tea towel and try to write the digraphs from memory. Remove the tea towel and check.

Step 1- What letter sound did the word start with?

Step 2- What digraphs were in the words?

Step 3- How was the whole word spelt?

Example foods: raisins, **cheese**, sweet corn, pop corn, breadsticks, sunflower **oil**, crunchy nuts, drinking **chocolate**, **cookies**.

- 3) This week we would have been starting Phase 4 Phonics with those children that felt ready for the next challenge. If your child is confident with all their letter sounds now we will start to blend consonants together. This week we will think about **sn-, sp-, sw-**. You could choose one to focus on every few days or introduce all three and collect examples throughout the week. Write them onto a piece of paper or an old cereal box and see how many examples you come across. You can draw pictures or write the words (the children do not need to be able to spell the word, just recognise that this sound is at the beginning.) You will find examples when out walking and cycling, or playing in the garden, as well as looking in your kitchen

Duolingo ABC - Learn to read.

<https://apps.apple.com/us/app/duolingo-abc-learn-to-read/id1440502568>

Phonics Play

<https://www.phonicsplay.co.uk/>

Fonetti

<https://www.fonetti.com/>

BBC Story time

<https://www.bbc.co.uk/cbeebies/grownups/cbeebies-storytime-app>

Lingumi

<https://lingumi.com/>

Kaligo

<https://www.kaligo-apps.com/>

Letter join

<https://www.letterjoin.co.uk/log-in.html>

cupboards!

For example: *swan, spider, snail, spikes, sniffing, sweetcorn, sweets, fly swat, snot.*

At the end of the week ask your child to write the three spellings on separate post-it notes or pieces of card. You say one of the examples from your collection and the child must point to or hold up which letter blend it is.

- 4) Make some preposition word cards, these will include some of the high frequency words your children should now know on sight.

Step 1- **in on up top** *the of*

Step 2- **down, under, right, bottom.**

Step 3- **left, next to, in front.**

Invite your child to build a model with some construction such as Lego, Duplo, or food packets. As your child designs their boat/plane/house, talk to them about where each piece is going next. Show them the word card while you're talking. Encourage your child, instead of saying "this bit goes here and this bit goes there" to start using their prepositions, "this brick is going **on top of** the blue one. This box is going **to the right of** the tube."

When you have finished building your model, introduce a little character, a toy person or animal. Now you can challenge your child by showing them one of the words and they have to make the character act it out. Maybe he will climb up the mast of the boat, hide under the wing, or stand to the left of the door. Don't forget to celebrate your Child's great use of language as well as their reading.